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ABSTRACT

The development of a comprehensive state plan for arts education in Maryland is presented. The introduction states three program development goals and four major conclusions from a needs assessment of the mutual goals of the Maryland State Department of Education and the Maryland Alliance for Arts in Education. The goals include the development and infusion of sequential arts programs into the school curriculum and development of administrative strategies to ensure these efforts. The conclusions state that there is: insufficient finding; a need for more dance and theater specialists; ineffective use of community resources; and a need for more infusion of arts into the total school curriculum. "A Statement of Belief" presents the philosophy that all individuals can benefit from arts education. "Comprehensive Arts in Education Defined" states three basic components of the arts program: instruction; infusion; and learning resources use. "The Comprehensive Action Plan" extensively outlines the four major goals of the 5-year action plan: promotion of the arts; strengthening the curriculum; strengthening instruction; and effective use of the community arts resources. Appendices contain: definition of terms; suggested questions for a comprehensive arts education survey; and membership lists of The Comprehensive State Plan for Arts in Education Committee and The Maryland Alliance for Arts Education Executive Council. Also included are 13 references. (TRS)

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•FOREWORD•

There are many symbol systems or ways of knowing through which an individual comes to understand the world. Those most prevalent in our schools rely on the scientific method of inquiry and are dependent on mastery of verbal and written language. However, there are other modes of learning that human beings use to internalize experience. Each of the major cultural forms—the arts and sciences, the social studies and the humanities are symbol systems that human beings use in order to know. The schools' curriculum should give attention to each of these systems in order to maximize the students' opportunities to think in ways that these forms make possible.

The establishment of the arts as an integral part of statewide educational programming efforts and the development of a comprehensive arts plan to assist in program implementation is an educational need of many states, including Maryland. In a time of declining financial and administrative support for the arts it is vital to have a well defined, substantive, and practical plan for providing equitable, quality arts in education programs for all children throughout the state.

To assist with this essential task, I am pleased to introduce the *Maryland Comprehensive State Plan for Arts in Education*. This five-year plan has been developed by the Maryland Alliance for Arts Education in cooperation with the Maryland State Department of Education. It is designed to be used by school systems, cultural institutions, arts organizations, and community groups as a guide for cooperatively providing improved arts in education programs for all students.

David W. Hornbeck
State Superintendent of Schools

•PREFACE•

The development of a comprehensive state plan for arts education in Maryland emerged as a priority in 1980 when the Maryland Alliance for Arts Education reorganized and established its purposes for the coming decade. In support of this effort, in 1981 the Maryland State Department of Education reviewed the accomplishments in arts education programming in the state since 1973. In 1982 it conducted a two-day workshop for educators and artist-educators to clarify perceptions of arts programming needs in the elementary and secondary schools.

A Comprehensive State Plan for Arts in Education Committee was appointed by the president of the Maryland Alliance for Arts Education in 1983. Prior to developing the Maryland Comprehensive State Plan for Arts in Education, this committee reviewed relevant literature and participated in related national forums. The committee reviewed state plans from California, Washington, New York, Oregon, Idaho, Connecticut, Massachusetts, Mississippi, and Utah, reviewed local reports and documents pertaining to arts education in Maryland, and participated in a series of meetings and discussions with members of the national office of the Alliance for Arts Education and representatives of arts organizations in Maryland.

The completed work was reviewed by the Division of Instruction of the Maryland State Department of Education and the Maryland State Arts Council. In addition, representatives from each of Maryland's 24 school systems were invited to review the completed work at the 1983 spring meeting of the Executive Council of the Maryland Alliance for Arts Education.

·INTRODUCTION·

The State of Maryland has demonstrated a consistent and growing concern for the arts in education through its legislative processes. Article 43 of the *Constitution of the State of Maryland* encourages the State Legislature to support a "judicious system of general education" which includes "the promotion of literature, the arts, sciences, agriculture and commerce . . . ." In the past, the Maryland State Board of Education has provided guidelines through state bylaws and publications for planning and designing elementary and secondary programs. The *Mission of Schooling*, published in 1977, and the subsequent Project Basic include the arts.

The achievement of specified competencies in the visual and performing arts has been required since passage of COMAR 13A.04.07.01.A by the State Board of Education in 1978. A place for the arts has been assured in Project Basic along with other areas that were judged necessary for effective adulthood. For the first time in Maryland, every child should be assured of having planned basic experiences in the visual arts, music, drama, and dance.

Prior to the legislation and Project Basic, in 1973 the State Superintendent of Schools established the Maryland Alliance for Arts Education as part of the National Alliance for Arts Education. The state goals and objectives for arts education published by the Maryland Alliance in 1975 provide guidance for state program planning. The Maryland Alliance for Arts Education and the State Department of Education have worked cooperatively. This association has continued since the Alliance achieved independent corporate status in 1980. The mutual goals of the Maryland State Department of Education and the Maryland Alliance for Arts in Education are:

To strengthen specialized programs in the arts;

To relate learning in all subjects through the arts;

To effectively use community arts resources that directly meet the needs of the schools.

Since 1974, through federal funding, the Maryland State Department of Education, the Maryland Alliance for Arts Education, and the Maryland State Arts Council have awarded grants totaling $245,500 to develop and support arts in education programs throughout Maryland.

1974–1975 Maryland Alliance for Arts Education Planning and Development Project

1975–1976 State Arts Education Project: Maryland Alliance for Arts Education Needs and Resources Assessment

1976–1977 An Analysis of Arts Needs and Resources for Developing Strategies for Implementing Arts Education Programs in Local Education Agencies

1977–1978 A Statewide Project of Developmental and Technical Assistance Activities to Particular Local Education Agencies to Establish, Conduct and Improve Their Arts in Education Programs (I)

1978–1979 A Statewide Project of Developmental and Technical Assistance to Local Education Agencies for Implementing Arts in Education In-Service Activities and In-School Programs (II)

1979–1980 A Statewide Project of Technical Assistance to Local Education Agencies for Implementing Comprehensive Arts in Education Programs (III)

1981–1982 The Arts in Education: A Statewide Project of Technical Assistance to Local Education Agencies to Develop Five Model Demonstration Programs at the Elementary Level that Infuse the Arts in Basic Curricula

Several methods have been used to determine the status of arts in education programs in Maryland since 1973. The State Department of Education has conducted statewide planning conferences; the Maryland Alliance for Arts Education has conducted regional and statewide planning meetings; and a needs assessment was conducted by the University of Maryland, College Park, in conjunction with the Maryland State Department of Education in 1975.

Based on the information provided by conference and planning meeting participants and the needs assessment data, the following goals should provide direction in the area of comprehensive arts in education program development.

Arts in Education Program Development Goals

1. To develop arts programs that include appropriate and sequential experiences in the visual arts, music, dance, and drama.
2. To develop strategies for the infusion of the arts into the school curriculum.
3. To develop administrative strategies for programming, staffing, scheduling, and budgeting that assure the inclusion of the arts in the general education program.

Major conclusions from the needs assessment included the following:

- There is insufficient funding for implementation of the recommendations. Funds are needed for inservice education programs for administrators, classroom teachers, and arts specialists, for program planning and curriculum development.
- There is a need for more specialists in dance and theatre.
- Efforts need to be made to more effectively use the resources of the community.
- There is a need for more infusion of the arts into the total school curriculum.

The summary of the 1975–76 *The Status of the Arts in the Maryland Public Schools* report stated that,

> The need for a stronger commitment to the arts as part of the basic education of all students in Maryland schools is apparent. The task ahead is to reconcile the evident and expanding community interest in the arts with school programs that meet that interest . . . . Ways must be found to integrate the arts into the mainstream of the school, just as they have become part of the mainstream of American life.

Since 1974, 12 out of 24 local agencies have received grants to develop components of an arts in education program. Of these 12 local agencies, six have received two or more grants. A review of the impact of these funded projects indicates that a coordinated arts plan is needed to provide continuity in the development and implementation of comprehensive arts in education programs.

This comprehensive plan is designed to serve as a guide to local education agencies and arts organizations as they develop arts in education programs for all students. It should provide a framework which will encourage active support and participation from educators, artists, and community members throughout the State of Maryland.

•A STATEMENT OF BELIEF•

We believe every American should have quality opportunities to be educated in all the arts. Such an education should occur both in and out of the schools as part of each person's total learning process. All individuals, including those with special talents or needs, learn not only from arts education experiences provided by arts specialists, but also from classroom teachers, professional artists and community arts resources. Only by utilizing all these existing arts resources can all individuals achieve the full educational potential of the arts . . . .

—Philosophy, ALLIANCE FOR ARTS EDUCATION

•COMPREHENSIVE ARTS IN EDUCATION DEFINED•

ssential to any definition of Comprehensive Arts in Education is the premise that instruction should be offered in *all* the arts to *all* students. "All the arts" should include the visual, performing, literary, environmental, industrial, home, and folk arts. "All the students" can be defined as: all students, including those with special needs, the gifted and talented, the handicapped, the culturally diverse, the bilingual.

The three basic components that comprise a comprehensive program in the arts are:

1. Instruction in specific arts disciplines by certified arts specialists (sometimes called learning in the arts);
2. Infusion of the arts into the total curriculum (sometimes called integrated, infused, interrelated, or learning through the arts);
3. Use of all appropriate arts learning resources in both the school and the community.

A comprehensive arts in education program is a long-range development effort which has as its goal to improve the quality of education for all children by incorporating all of the arts into the daily teaching and learning process.

To be comprehensive, the program should include all of the arts and develop conceptual, thematic, and functional relationships among the arts and between the arts and all other subjects. The program should also identify and regularly use appropriate arts and cultural resources in the school and the community in ways which increase understanding of the arts and establish connections among the arts, the creative, and the learning processes.

To be effective, all participants, including arts specialists, classroom teachers, administrators, parents, artists, and other resource personnel should assist in the program planning, implementation, and assessment.

•THE COMPREHENSIVE ACTION PLAN•

The Maryland Comprehensive State Plan for Arts in Education is based on the belief that educational change through the arts is possible and desirable. Furthermore, a school system's commitment to the arts can result in programs which enhance the general education goals of the school.

The five-year action plan is based on the three components that comprise a comprehensive program in the arts and focuses on the achievement of four major goals:

1. To promote statewide support for all of the arts as an integral part of the total educational process;
2. To strengthen and improve curriculum in all of the arts;
3. To strengthen and improve instruction in all of the arts;
4. To use the arts resources of the community effectively.

The recommended activities listed under each goal will simultaneously strengthen and build the three basic components of the comprehensive arts in education program while providing a framework for assuring the development of equitable arts programs for all children throughout the state.

In addition to the action plan, it is recommended that a survey of both public and private schools and arts institutions be conducted to accurately assess the present status and needs of the arts in the State of Maryland.

Sample questions recommended for use when developing questionnaires to be distributed to elementary and secondary schools are included in Appendix B. Areas to be addressed would include number of minutes per week for instruction; staffing; facilities; budget support; and use of community resources. The summarized data would provide (1) a basis for revisions and/or additions to the five-year action plan, (2) a comparison of Maryland's standards with standards as recommended by the national arts organizations.

FIVE-YEAR ACTION PLAN
Maryland Comprehensive State Plan for Arts in Education

GOAL 1: To Promote Statewide Support for All of the Arts as an Integral Part of the Total Educational Process

Objectives		Activities		When	Leadership
1.1	To provide statewide awareness of a need for improved arts education for all students	1.1.1	MAAE Conference (bring together professionals—artists and educators—to establish communications and sharing)	1984	MAAE
		1.1.2	Coordinate a continuing public information program to reach students, school personnel, and community members (newsletters, brochures, slide tapes, films, etc.)	Ongoing	MAAE/MSDE/State and Local Arts Councils
		1.1.3	Administrators' Conference to disseminate and explain the plan (showcase model programs)	Fall 1985	MSDE/MAAE/State and Local Arts Councils
1.2	To encourage collaborative commitment among business, industry, and labor leaders to expand their support of the arts and arts education	1.2.1	Create position paper on necessity of arts education with leaders in business and industry	1983–84	MAAE president and committee
		1.2.2	Meet with business and industry leaders to explore options for support (consider "adopt a school plan," funding for specific needs, provide special tutoring services)	1984–88	MAAE
		1.2.3	Develop a newsletter with coming attractions and slide/tape presentation for use with social and philanthropic organizations	1984–85	MAAE
		1.2.4	Develop a Business and Industry Council for the Arts to support the arts in schools	1984–85	MAAE
		1.2.5	Sponsor community showcases for the arts (provide performances, demonstrations, art displays, well-known consultants and speakers)	1985–88	MAAE/State and Local Arts Councils
1.3	To increase policy level support for arts education	1.3.1	Meet with policy makers to develop awareness and understanding of arts education needs and programs in the State of Maryland	Ongoing	MAAE

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GOAL 2: To Strengthen and Improve Curriculum in All of the Arts

Objectives	Activities	When	Leadership
2.1 To establish the arts as part of the regular education program for all students	2.1.1 Support the implementation of the arts components of Project Basic	Ongoing	MSDE/MAAE/State and Local Arts Councils
	2.1.2 Identify exemplary models and facilitate exchange of information through site visits, video tapes, etc.	1983–88	MSDE
2.2 To identify courses of study and exemplary curriculum materials in the visual, performing, and literary arts appropriate for use by school systems and colleges	2.2.1 Complete and disseminate guidelines and/or standards in art and music	1983–87	MSDE
	2.2.2 Develop guidelines and/or standards in dance and drama	1984–88	MSDE
	2.2.3 Identify exemplary LEA materials and facilitate distribution including: —Instruction in the arts —Infusion of the arts —Using community resources	Ongoing	MSDE
2.3 To develop effective arts education programs for special populations including the handicapped, gifted and talented, and the elderly	2.3.1 Identify models and facilitate exchange of information	Ongoing	MSDE/MAAE/State and Local Arts Councils
	2.3.2 Seek cooperation with organizations which provide or have the potential to provide services for special populations	Ongoing	MSDE/MAAE/State and Local Arts Councils
2.4 Identify processes for evaluating present arts education programs	2.4.1 Work with college, university, professional associations, and school research departments to develop pilot programs	1984–85	MSDE

GOAL 3: To Strengthen and Improve Instruction in All of the Arts

Objectives	Activities	When	Leadership
3.1 To improve undergraduate and graduate arts education for all potential teachers	3.1.1 Communicate with local colleges and universities to strengthen and broaden course offerings in all of the arts	1984	MAAE
	3.1.2 Review certification standards of other states and encourage proposals for altered certification standards for classroom and arts teachers	1983–84	MAAE
3.2 To initiate and expand inservice courses and workshops in the arts for all educators	3.2.1 Encourage LEAs to offer specific arts in education workshops as part of their inservice training programs	1983–84	MSDE
	3.2.2 Provide leadership in organizing courses and workshops for school systems and higher education	1983–84	MAAE/MSDE
	3.2.3 Provide arts education publications and helpful materials for distribution to key people in school systems and to teacher training institutions	1983–88	MAAE/MSDE/State and Local Arts Councils
	3.2.4 Work with arts and education organizations to strengthen and broaden their workshops for classroom and arts teachers	1983–88	MAAE/MSDE
	3.2.5 Provide technical assistance to LEAs offering arts education workshops/inservice courses for classroom teachers and administrators	1983–88	MSDE
3.3 To encourage and support the use of certified arts personnel/specialists in arts in education programs	3.3.1 Review standards and/or guidelines for arts personnel published by national arts education associations	1984–85	MAAE
	3.3.2 Recommend standards and/or guidelines for certified arts personnel	1985–86	MAAE

GOAL 4: To Use the Arts Resources of the Community Effectively

Objectives		Activities		When	Leadership
4.1	To initiate or expand cooperation and communication among arts groups, arts institutions, and public and private organizations within all communities	4.1.1	Promote arts networks at MAAE Conference	1984–85	MAAE/State and Local Arts Councils
4.2	To recommend and encourage the involvement of artists, arts institutions, and community persons in assisting schools with arts education activities	4.2.1	Package and disseminate existing lists of available resources and museum outreach services within the state	1985	MAAE/State and Local Arts Councils
		4.2.2	Provide samples, models, and illustrations of ways in which community resources can be utilized in arts education	1984–88	MSDE/MAAE

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•APPENDICES•

APPENDIX A
Definition of Terms

The following terms are defined for use in the Maryland Comprehensive State Plan for Arts in Education.

Comprehensive State Plan for Arts in Education

A comprehensive state plan for arts in education is a plan developed by a statewide committee for adoption by the appropriate state level education organization or agency. The Maryland Comprehensive State Plan for Arts in Education has been developed by the Maryland Alliance for Arts Education in cooperation with the Maryland State Department of Education.

Arts

The term "arts" refers to the visual, the performing, and the literary arts. The following more specific definition has been included in the Federal Legislation of the National Endowment for the Arts and Humanities and of the Arts in Education Program of the United States Department of Education:

> Arts includes, but is not limited to music, dance, drama, folk art, creative writing, architecture and allied fields, visual arts (including painting, sculpture, photography, graphic arts, pictures), television, radio, tape and sound recording, the arts related to the presentation, performance, execution, and exhibition of those arts, and the study and application of the arts to the human environment.

Arts Education

Arts education programs in the elementary and secondary schools are generally taught separately by a certified arts specialist. The programs focus on developing skills in the discrete arts areas. "Arts education" is a term also applied to the college or university program which provides training in the arts and pedagogical methods for students studying to be certified arts specialists in the schools. Generally the arts disciplines are taught separately and are referred to, for example, as art education, music education, dance or movement education, or drama education.

Arts in Education

"Arts in education" has two definitions determined by general usage.

"Arts in education" in its broadest definition is the general heading for a national movement which includes all of the arts, in all of the schools, for all children. It is also one of the components of a comprehensive arts education plan (program) and may have meanings similar to "learning through the arts," "infused arts," or "integrated arts."

Infused Arts Education

Infusion of the arts into the total curriculum is achieved by relating the arts to other subjects (integrating) to motivate, enrich, and extend learning in areas such as science, social studies, mathematics, and reading/language arts. Infusion may also be achieved by emphasizing the similarities among the arts (interrelating); that is, the same theme may be developed visually, musically, and verbally or a special concept may be expressed in dance and painting.

Arts Specialist

An arts specialist is a teacher, supervisor, or administrative staff person who is certified by the state to teach one or more of the art forms.

Community Resources

Community resources refers to programs and experiences which may not traditionally be a part of the school curriculum but which can be identified in the community and utilized to enrich learning. For example, such a list would include professional artists and performing groups, arts centers, museums, libraries, galleries, higher education personnel, and arts councils.

APPENDIX B
Suggested Questions for a Comprehensive Arts Education Survey

The Maryland State Department of Education and the Maryland Alliance for Arts Education are currently conducting a survey to ascertain the comprehensiveness of arts education programs in the state. The response to this survey will be tabulated and included in a comprehensive arts education plan for the State of Maryland. We would appreciate your taking a few minutes to answer the following questions to assist us in this effort.

Name of School _____ County _____ City _____

1. What grades are served by your school?
2. What is the student population in your school?
3. What percentage of your budget allocation is for arts education?
   _____ in the classroom
   _____ in the arts classroom
   _____ supplementary arts experiences (performances in the schools, artists in residence, etc.)

	NO	IN PROCESS			YES
4. Has the development of a comprehensive arts education program been established as an educational goal?	1	2	3	4	5
5. Which of the following segments of the school community are involved in planning or carrying out the arts program at the present time?					
Teachers (classroom)	1	2	3	4	5
Teachers (arts)	1	2	3	4	5
Students	1	2	3	4	5
Parents	1	2	3	4	5
Community Representatives	1	2	3	4	5
Administrators	1	2	3	4	5
Board of Education members	1	2	3	4	5
Local Arts Council members	1	2	3	4	5
6. Does the present program stress each of the following aspects of arts education?					
Skills in all the arts for all children	1	2	3	4	5
Arts integrated in other learning activities	1	2	3	4	5
Encounters with many art forms	1	2	3	4	5
Aesthetic education	1	2	3	4	5
Individual skills in artistic judgement	1	2	3	4	5

(Other) _____

7. Does each art area have trained certified staff to teach students and to work with other teachers? List the number of certified staff.

Music (general) _____	Creative Dramatics _____
Instrumental Music _____	Theatre _____
Vocal Music _____	Filmmaking _____
Art _____	Creative Writing _____
Dance _____	(Other) _____

8. How many *minutes per week* are allocated for instruction in the arts?

AREA	CLASSROOM TEACHER	ARTS TEACHER
Music (general)		
Instrumental Music		
Vocal Music		
Art		
Dance		
Creative Dramatics		
Theatre		
Filmmaking		
Creative Writing		
Other (Please specify)		

9. Are there extra-curricular programs in each specific arts area?

	NO	IN PROCESS			YES
Art	1	2	3	4	5
Dance	1	2	3	4	5
Filmmaking	1	2	3	4	5
Theatre	1	2	3	4	5
Creative Dramatics	1	2	3	4	5
Vocal Music	1	2	3	4	5
Instrumental Music	1	2	3	4	5
Creative Writing	1	2	3	4	5

(Other) _____

Supplemental Arts Experiences

This section refers to the availability of additional arts experiences for students. It may include such things as field trips to galleries, performances by professional musicians in the school, trips to see plays, dance concerts, or artists in residence in school buildings.

	NO	IN PROCESS			YES
1. Are there supplemental arts experiences available to students in each of the following art forms?					
Art	1	2	3	4	5
Dance	1	2	3	4	5
Filmmaking	1	2	3	4	5
Theatre	1	2	3	4	5
Creative Dramatics	1	2	3	4	5
Vocal Music	1	2	3	4	5
Instrumental Music	1	2	3	4	5
Creative Writing	1	2	3	4	5
(Other) _____					
2. Is there a budget for supplemental arts experiences?	1	2	3	4	5
3. Are supplemental arts experiences for all students (rather than selected groups)?	1	2	3	4	5
4. Are students prepared in advance for supplemental arts experiences?	1	2	3	4	5
5. Do the supplementary arts experiences relate to the objectives of the regular curriculum?	1	2	3	4	5
6. Are there follow-up activities?	1	2	3	4	5
7. Are community resources (people, places, groups, etc.) used for student arts experiences? List some examples.	1	2	3	4	5

Integrating the Arts in General Teaching Approaches

	NO	IN PROCESS			YES
1. Does the district/building encourage the use of arts approaches in the teaching of other subjects by providing regular time for teachers to work with arts specialists?	1	2	3	4	5
2. Does the district/building encourage the use of arts approaches in the teaching of other subjects by providing inservice education opportunities for teachers in the use of the arts for teaching strategies?	1	2	3	4	5
3. Are the arts included in historical and cultural studies?	1	2	3	4	5

Interrelated Arts and Aesthetic Education

	NO	IN PROCESS			YES
1. Does the curriculum include exploration of the relationships among art forms?	1	2	3	4	5
2. Does the curriculum provide opportunities for students to develop vocabulary and individual criteria for making artistic judgements?	1	2	3	4	5
3. Are there inservice education opportunities for all staff to develop aesthetic awareness and understanding of art forms?	1	2	3	4	5
4. Is there appropriate scheduling and staff planning time to provide interrelated arts experiences for students?	1	2	3	4	5

Students with Special Needs

	NO	IN PROCESS			YES
1. Is there a procedure for identifying gifted students and providing them with resources for their artistic development?	1	2	3	4	5
2. Are provisions made for special education students to be involved in arts education?	1	2	3	4	5
3. Are arts specialists included in planning for Chapter I and other federally funded programs?	1	2	3	4	5
4. Is inservice education provided for adapting arts activities for special student needs?	1	2	3	4	5

Administration and Coordination

		NO		IN PROCESS		YES
1.	Is there K-12 coordination of the entire fine arts program?	1	2	3	4	5
2.	Is there K-12 coordination of each separate fine arts area?					
	Art	1	2	3	4	5
	Music	1	2	3	4	5
	Dance	1	2	3	4	5
	Drama	1	2	3	4	5
	Creative Writing	1	2	3	4	5
3.	Are individual professional development opportunities supported for fine arts staff (conferences, course work)?	1	2	3	4	5
4.	Are there inservice education programs in the arts?	1	2	3	4	5
5.	Is professional literature on the arts a part of faculty resources?	1	2	3	4	5

Community Support and Community Interaction

		NO		IN PROCESS		YES
1.	Do faculty members participate in professional and community arts programs?	1	2	3	4	5
2.	Do students have a community forum to exhibit their fine arts talents?	1	2	3	4	5
3.	Are opportunities provided for interrelationships between faculty, administration, students, and parents regarding fine arts programming?	1	2	3	4	5
4.	Is there joint community-school sponsorship or involvement in some arts events?	1	2	3	4	5

APPENDIX C
Comprehensive State Plan for Arts in Education Committee

Eoline Kukuk Cary (Chairperson)
Coordinator
Interrelated ARTS Program
Montgomery County Public Schools

John Carr
Professor of English
University of Maryland

Benjamin P. Ebersole
Assistant Superintendent in Curriculum and Instructional Services
Baltimore County Public Schools

Leroy Gaskin
Supervisor of Art
Prince George's County Public Schools

Alison Miller
Director
The Ballet Academy

Joan M. Palmer
Curriculum Consultant
Baltimore County Public Schools

James L. Tucker, Jr.
Section Chief for Arts and Humanities Programs and Specialist in the Arts
Maryland State Department of Education

APPENDIX D
The Maryland Alliance for Arts Education Executive Council

Richard T. Pioli (President)
Director, Division of Aesthetic Education
Montgomery County Public Schools

Gilbert A. Brungardt (Vice President)
Dean of Fine Arts and Communication
Towson State University

James L. Tucker, Jr. (Secretary/Treasurer)
Section Chief for Arts and Humanities Programs
Maryland State Department of Education

Ann S. Richardson (Corresponding Secretary)
Supervisor of Art and Foreign Languages
Charles County Board of Education

M. Polk Roberts (Past President)

MARYLAND ART EDUCATION ASSOCIATION
Janice C. Hoover, Art Teacher
Towson Senior High School
Baltimore County Public Schools

MARYLAND ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
Joan M. Palmer, Curriculum Consultant
Baltimore County Public Schools

MARYLAND ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
Donna L. Jackson, Principal
Warren Elementary School
Baltimore County Public Schools

MARYLAND ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
A. Jerry Taylor, Principal
Mountain Christian School
Joppa

MARYLAND COUNCIL FOR DANCE
Alison Miller, Director
The Ballet Academy
College Park

MARYLAND DRAMA ASSOCIATION
John Carr, Professor of English
The University of Maryland
College Park

MARYLAND MUSIC EDUCATORS ASSOCIATION
Clarence T. Rogers, Supervisor of Music
Charles County Board of Education

MARYLAND NATIONAL CAPITOL PARK AND PLANNING COMMISSION
Gordon L. Gustin, Music Specialist
Arts Division

MARYLAND STATE ARTS COUNCIL
Linda Vlasak, Director
Arts-in-Education Program

MARYLAND STATE TEACHERS ASSOCIATION
Agnes T. Abernethy, Music Teacher
Annapolis Senior High School
Anne Arundel County Public Schools

PUBLIC SCHOOL SUPERINTENDENTS ASSOCIATION OF MARYLAND
Benjamin P. Ebersole, Assistant Superintendent in Curriculum and Instructional Services
Baltimore County Public Schools

URBAN SERVICES AGENCY
Norman E. Ross, Project Director
Cultural Arts Program
Baltimore

MEMBERS AT LARGE

Susan B. Badder, Director of Education
The Baltimore Museum of Art

Helen C. Frederick, Director
Pyramid Print and Paper Works
Baltimore

Eoline Kukuk Cary, Coordinator
Interrelated ARTS Program
Montgomery County Public Schools

Michael L. Mark, Dean
The Graduate School
Towson State University

Mellasenah Morris, Dean of Students
Peabody Conservatory of Music